

STUDENTS' SOCIETY GENERAL ELECTIONS

to be held
WEDNESDAY, MARCH 7, 1984

(Advance polls to be held Tuesday,
March 6, 1984)



CANDIDATES

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LOCATION OF POLLS

ADVANCE POLLS — Tuesday, March 6, 1984, 10:00 am to 4:00 pm

Bishop Mountain Hall (4:00 pm to 7:00 pm only)
Royal Victoria College (11:00 am to 2:30 pm only)
Bronfman Building
Burnside Hall
Leacock Building
Stewart Biology Building (Southblock)
Strathcona Anatomy
and Dentistry Building
Union Building
Education Building
Dental Clinic (M.G.H.)

Students may vote on March 7, 1984 provided that they do not vote on March 6, 1984

REGULAR POLLS — Wednesday, March 7, 1984, 10:00 am to 4:00 pm

Arts Building
Bronfman Building
Burnside Hall
Chancellor Day Hall
Leacock Building
McConnell Engineering Building

McIntyre Medical Building
Redpath Library
Stewart Biology Building (Northblock)
Strathcona Music Building
Union Building
Wilson Hall

Students who have not voted at the advance polls on March 6, 1984 may vote at the regular polls.

Under no circumstances will students be allowed to vote without a McGill I.D. card.

Catherine Shatz
Chief Returning Officer
Students' Society

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Daily Publications Society

ELECTIONS

TO BE HELD

WEDNESDAY, MARCH 7, 1984

(ADVANCE POLLS - TUESDAY, MARCH 6, 1984
PLACES TO BE ANNOUNCED)

Nominations are hereby called for the position of

REPRESENTATIVE TO THE BOARD OF DIRECTORS

Four students must be elected to the Board of Directors from the student body at large.

Candidates must:

1. be members in good standing of the *Daily Publications Society*. (All members of Students' Society are members of the Publications Society.)
2. submit nomination forms with signatures of 20 students (with student numbers) as well as a pensketch of 100 words or less on or before 17:00 hrs, March 1, 1984
3. not be staff members of or regular contributors to *The McGill Daily*.

Nomination forms may be picked up and returned to the McGill Daily office, room B03 in the Student Union Building.

CATHERINE SHATZ
Chief Returning Officer

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Computer Science	Medicine	Social Work
Dentistry	Nursing	Travel / Tourism
Education	Personnel / I.R.	Television / Film
Engineering	Politics	

Space is limited so sign up before March 1st at the Students' Society desk.
Space permitting, students may register on the day of the event.

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Calorimeter

Dirty Deeds Done Dirt Cheap

The lengths that some McGill chemistry students will go to in order to get a good grade are incredible. In the introductory analytical chemistry course last year, one chemistry student could not finish his experiment by the deadline. In order not to get a zero for the experiment, he smuggled out a burette, his bottle of acid and a few flasks to do the experiment at home. Smuggling out the three-foot long fragile glass burette was the hardest part. He had another student divert his lab demonstrator's attention while he shoved the burette into his pants and put the bottle of acid and flasks under his coat. Then he and the student walked slowly towards the lab exit, pretending to be talking so that the demonstrator would not wonder why they were walking so slowly. Only a crazy McGill chemist would try a stunt like this. A McGill biochemist would never do such a thing.



"Now this is what I call a cancer research program!"

The rat race in Alberta

Now rich Albertan mice and rats can have their cheese and eat too. Alberta ethics committees are taking close looks at the nature and validity of experiments using animals as experimental models. The University of Calgary has even formed its own ethics committee to make inquiries about animal research on campus. Several visits have been made to Alberta universities to scrutinize researchers on the humaneness of their research and their knowledge of Canada's ethical research code. So far things look good. Most researchers show a genuine concern for humanely using animals in experiments.



Blow your nose

Since many McGill Students may have flown home for the long weekend and suffered earaches, here is a four-step suggestion from the principal of Thomas Jefferson University to relieve this discomfort. 1.) Take a deep breath and hold it with your mouth closed. 2.) Press both nostrils closed with the thumb and forefinger. 3.) Block the external opening of the unaffected ear with the forefinger of the other hand and 4.) Exhale forcefully as if blowing the nose.

This procedure is not recommended if a passenger has a sore throat, fever, a cardiac problem or two ears. Perhaps Principal Johnston has a better idea.

McGill Student Pugwash

MSP will be presenting two lectures this Thursday, 7:30 p.m., March 1st, in Room A-9, First Floor McConnell Engineering Building. The lectures are 'Telecommunications and Space Law' with Dr. Magdelenat, Assistant Director of McGill's Institute of Air and Space Law and 'The Third World Perspective on Space Activities' with Dr. Jakhu, also of McGill's Institute of Air and Space Law.

Women's Centenary Committee

Next fall will mark the hundredth year of women being admitted to McGill. Many exciting activities are being planned for the whole year. Students who are interested in helping with the celebration should leave a message for Ramona Materi, Centenary Student Co-ordinator, with the Centenary secretary 392-8048.

Sayed Jovkar, Keith Janzen, Linda Alyea, Heather Peniuk

CLASSIFIED

Ads may be placed through the Daily, Room B03, Student Union Building, 8 a.m. to 2 p.m. Deadline is 2:00 p.m. two weekdays prior to publication.

McGill students: \$2.50 per day; for 3 consecutive days, \$2.00 per day; more than 3 days, \$1.75 per day. McGill faculty and staff: \$3.50 per day. All others: \$4.00 per day. *Exact change only, please.*

The Daily assumes no financial responsibility for errors, or damage due to errors. Ad will re-appear free of charge upon request if information is incorrect due to our error. The Daily reserves the right not to print a classified ad.

341 - APTS., ROOMS, HOUSING

Apartment to share with 2 other students located downtown, near Guy Metro. 6 1/2 rooms, furnished, plus washer & dryer, available March 15, and May 1st, 175.00/month. No lease, call 932-1436.

Charming 3-1/2 to sublet from May to end of August. Excellent location - nice area - across from metro, great rent! For info phone 731-8143.

Large, bright 1-1/2 to sublet May 1st to Aug. 31st. Two min. from campus, partly furnished, all utilities, \$295/mo. (negotiable). 286-1375.

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Spacious, bright 4-1/2 to share Mar-June CDN-CTE STE - Catherine. \$225.00 negotiable. Buses, 129, 165. Female non-smoker preferred Call Ida 735-7766 or 284-4550.

Going to France? - Our room-mates are; we need to sub-let/sell 7-1/2 duplex. Newly renovated, hardwood floors, 1-1/2 baths, Atwater metro, \$660/month. Call 932-7520.

Sublet bright 3-1/2 with all utilities included. Cable free for March. Available immediately. Call Morena evenings 931-7456; day 285-8217.

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343 - MOVERS

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352 - HELP WANTED

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I would like to form an alliance called 'Focus 2000 Enterprises Ltd.'. Do you have talent? Writers! Can you compose songs? Join the alliance. It could mean a new future! (Ask for IRA 681-9558). Students needed who could spare their time to help a student who wrote a manuscript for a motion picture on Montreal and 15 songs. I need help to improve the organization and grammar of this script. Become a co-writer! In return we split the rewards if the songs & manuscript is published.

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please turn to page 6

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McGILL ARTS & SCIENCE UNDERGRADUATE SOCIETY

ELECTIONS

Nominations are being called for all positions on the Arts and Science Executive Council for the year 1984-85. Nomination forms are available at the Arts and Science Undergraduate Society Office in the Stephen Leacock Bldg., Room 313. The following positions are open:

PRESIDENT
VICE PRESIDENT (FINANCE)
VICE PRESIDENT (ARTS)
VICE PRESIDENT (SCIENCE)
SECRETARY
MEMBER-AT-LARGE (ARTS)(2)
MEMBER-AT-LARGE (SCIENCE)(2)
ARTS REPRESENTATIVE (2)
SCIENCE REPRESENTATIVE (2)

Nominations close Monday, March 12, 1984 at 5:00 P.M.

ALAN P. ROSSY
CHIEF RETURNING OFFICER

Chimp talk from the creationists

by Tania Luhde

An age-old question reappeared in front of a federal judge in Little Rock, Arkansas in December 1981. The American Civil Liberties Union was testing the constitutionality of a new state law requiring the teaching of the story of creation from the Bible as well as the modern theory of evolution.

The most famous court case up until 1981 was the so-called 'Monkey Trial' of 1925, when a high school teacher, John Scopes, was convicted of teaching Darwinian theory contrary to Tennessee law. Two years later, the State Supreme Court reversed the lower court's decision.

Recently, creationists have stopped trying to eradicate evolution from school curricula, and ask instead that their religious version also be taught. In Arkansas in 1981, they managed to get a vaguely religious statute signed into law. Introducing their theory as 'scientific creationism,' they maintained it could be taught without mentioning religion.

Charles Darwin is considered the father of the theory of evolution. In 1835, on the Galapagos Islands, he gathered evidence to prove that finches and turtles especially had each evolved from a common ancestor, but changed by adapting to different environments. Through the process of natural evolution, the best adapted individuals survived to pass their traits on to the next generation. Taken to its logical conclusion, human beings have evolved from primates or other lower creatures. In 1859, Darwin presented his findings in the 'Origin of the Species.' At about the same time, Alfred Russell, a pioneer in animal geography, worked out a similar theory based on observations in the Malay Archipelago.

Creation is from the Judeo-Christian biblical tradition and based on Genesis, the first chapter of the Old Testament. This version of the creation of the world is taken literally by a minority of evangelical fundamentalists, symbolised by the Moral Majority, who claim to protect freedom of speech.

According to the 1970 New American Bible, the first Story of Creation relates how God created heaven and earth, light, plants, the sun and the moon, animals, and finally, separately, a man, all in six days. On the seventh day, God rested. In the Second Story of Creation, God puts the man in the Garden of Eden and from one of his ribs fashions a woman.

On March 19, 1981, Arkansas Governor Frank White signed Act 590, 'The Balanced Treatment for Creation-Science and Evolution-Science,' into law after a debate in the legislature of less than 30 minutes. He did not read it himself. The Act expressly stated that it "does not require or permit instruction in any religious doctrine or materials."

Judge William Overton of the U.S. District Court, in the case of Rev. Bill McLean et al. v. Arkansas Board of Education, had to determine whether the Act was unconstitutional. The ACLU set out to prove that creation-science is not a science, but rather a thinly veiled attempt to reintroduce religion into the American classroom.

State Attorney General Steve Clark explained the creationists' goal. "The state will prove that neither 'creation-science' nor 'evolution-science' is science under the strict definition...

'Creation-science' is at least as scientific as 'evolution-science.'" It was the first time that creation and evolution faced off directly in a court of law.

The ACLU represented, twenty-three Arkansas citizens and organizations including Bishops and clergy of several Christian faiths and sects, three Jewish associations, the Arkansas Educational Association and the National Association of Biology Teachers. The defendants were comprised of the Arkansas Board of Education, the Director of the Department of Education, and the Arkansas Textbooks and Instructional Materials Selecting Committee.

Time Magazine said about the trial: "the ACLU rolled out its case and it was crushing." All but one of the creationists came from little known colleges and Bible schools. The one who did not, Chandra Wickramasinghe, a well-known astrologer, stated that the common cold fell to earth from comets, insects are more intelligent than humans but are hiding that fact, and Nazism was caused by evolution. Norman Geisler, professor of theology at Dallas Theological Seminary, testified, "UFOs are a satanic manifestation in the world for the purpose of deception." Told that modern radioactive dating methods had found some stones to be 4.6 billion years old, a creationist replied, "When God made the earth, he made rocks that would look as though they were 4.6 billion years old."

Michael Ruse, professor of history and philosophy of science at the University of Guelph, stated creationists' methods "strike me as rather sleazy, frankly." He mentioned a passage in a creationist book quoting Harvard geneticist Richard Lewontin as writing that the design of the hand and the eye are the "chief evidences of a supreme designer," when in fact Lewontin was stating historical opinions. But the greatest problem for the creationists was that their own witnesses did great damage to their side by disagreeing with or even disproving many creationist tenets.

One of the creationists' most important argument at the trial is contained in the second law of thermodynamics. According to this law, in a closed thermodynamic system, the natural tendency is to pass from states of higher order to less ordered ones. The creationists said this means that the ordered states present today are not due to evolution. Evolution is thus proven contrary to natural laws, but rather due to the actions of a creator. The biosphere, however, is really an open system with a continuous flow of energy from sunlight. The second law does not apply.

Creationists also contended that the probability of a cell or even a simple

organism combining through chance alone is so minute that the existence of the world again points to supra-natural occurrences.

The evolutionists referred to the large body of literature on the kinetics of the natural synthesis of molecules, and pointed out that chemical sequences are known not to take place randomly. Also, to obtain a figure for the combined probability of a series of events, the probability of each event must be known. The calculations of the creationists, however, arbitrarily designated individual probabilities with no regard to actual scientific relevance.

Creationists presented evidence of great floods approximately 6,000 years ago as proof for the Noah's Ark story and the age of the world according to the Bible. The evolutionists proved that these floods had not been world-wide. As well, they showed that the natural rate of sedimentation is too slow to account for the thickness of the earth's layers within only 6,000 years. Another fact which could not be dismissed by the evolutionists was that only now starlight millions of years old is reaching the earth's telescopes.

Francisco Ayala, an ex-priest and geneticist, presented a study which compared the same molecule in twenty species. For evolution to be valid, the molecule in related species would have to have fewer differences than in species which diverged further along the evolutionary line. His study showed a tiny difference between the molecule in a person and that in a rhesus monkey, twelve differences between

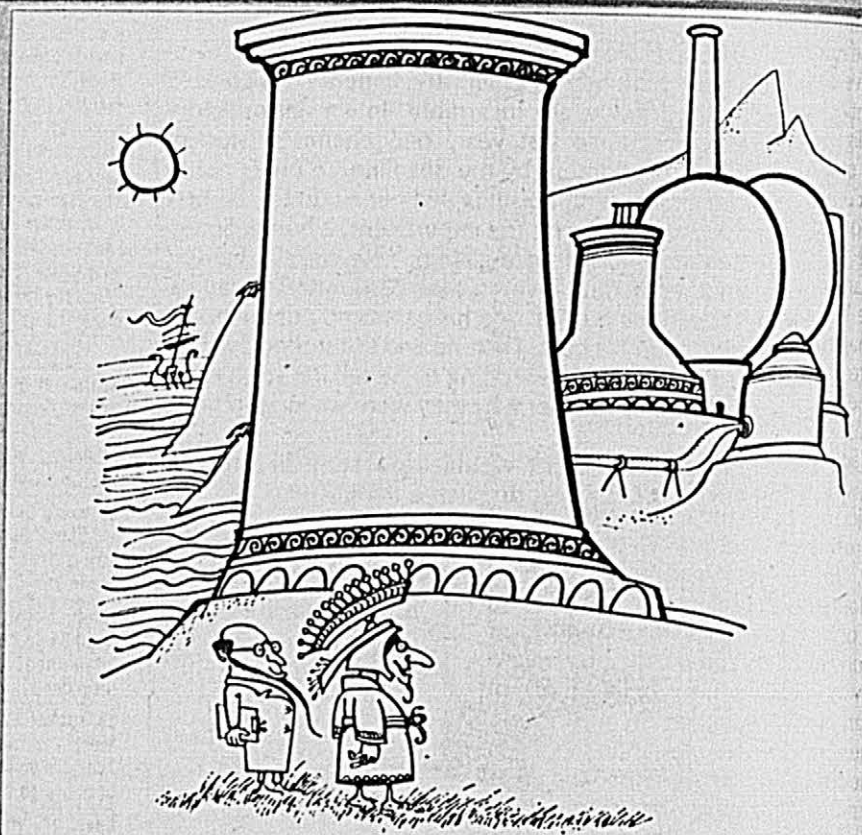
humans and horses, and more than five between people and yeast.

Ayala also mentioned an attempt by the USSR under Stalin to regulate the teaching of biology. The theory by Jean Lamarck claimed among other things that an animal would transmit an acquired trait to its offspring. The result was catastrophic...it put the Soviet back thirty years in biology...they have still not caught up."

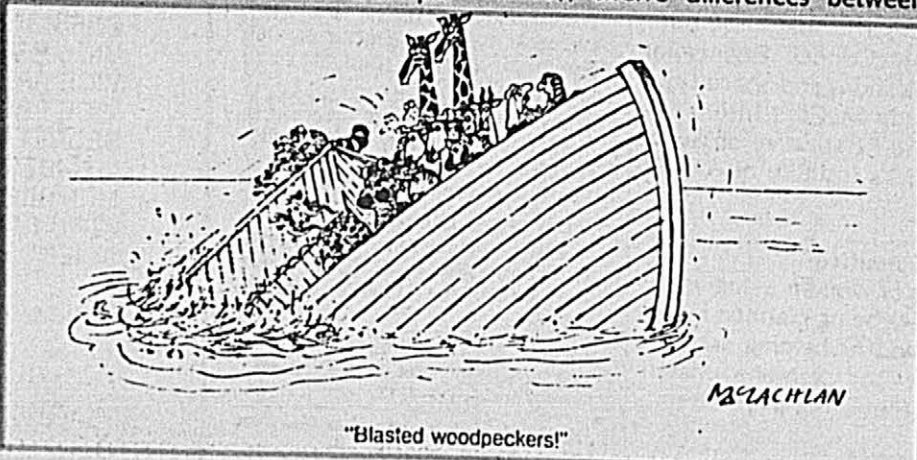
Two high school teachers testified how creation would affect their science classes. One explained he would have problems teaching his psychology class about animal behavioural tests, because the separate ancestry of humans and animals claimed by creation makes the tests essentially meaningless. Another anticipated problems in discussing prehistoric people and their culture since according to creation-science humans did not evolve from less developed creatures.

On January 5, 1982, Judge Overton handed down his decision. He judged the Act unconstitutional because it failed all three tests (one would have been enough) for maintaining the separation between religion and the state. He found that it would serve no secular purpose, its primary goal would be to advance religion, and finally, the state while enforcing it would become 'entangled' in religious judgments. He concluded that creationism "has no scientific merit or value," because it does not use scientific methods nor does it offer scientific proof to support its literal interpretation of Genesis, depending instead on "a hodge-podge of limited assertions, many of which are factually inaccurate."

The battle was over, but nothing had been decided. In fifteen other states at the time, similar laws had been passed or were pending. On the other hand the day before the judge's decision became public, the executive board of the American Association for the Advancement of Science passed an anti-creation resolution, and vowed to take the battle to the courts, and more importantly, before the public and the voters.



"Nuclear power! This will really put Atlantis on the map!"



"Blasted woodpeckers!"

Do big heads make better brains?

Ann Loewen
The human intellect is one of the most elusive and fascinating concepts in the scientific realm today. The fact that our intelligence is what sets us apart from other members of the animal kingdom has made the search to isolate and quantify in a systematic way even more intriguing. Understanding the human intellect has not only scientific value but it may also help to answer the eternal questions of who we are and where we came from.

One of the first controversial attempts to classify humans on the basis of their intellect occurred in the mid-1800's, spearheaded by the French physician Paul Broca. Founder of the Anthropological Society of Paris in 1871, Broca was a firm believer in craniometry, the science of studying the sizes of human brains and drawing conclusions from the measurements made. It was Broca's firm belief that the human brain was larger "in men than in women, in eminent men than in men of mediocre talent, in superior races than inferior races...there is a remarkable relationship between the development of the brain and the volume of the brain."

Broca's conclusions supported a prevalent attitude of his day: the members of the so-called "lesser races", specifically those of Australian origin, Negroid and East Asian origin, had a lower intelligence level than that of white, male, eastern Europeans.

Broca carried out his research in what he believed was a systematic, scientific manner. He obtained many samples, made careful measurements and applied statistical methods in tabulating results. But Broca had one fatal flaw in his approach — he essentially had his mind made up before he even began as to what the results of his measurements would be.

Broca's method of evaluating intelligence had a good many followers in vogue, and they did not stop at comparisons between races; nationalistic fervor gripped some scientists and comparisons were made between the respective brain sizes of French and Germans. Somehow each nation managed to come out with its name at the top of the list of large-brained people.

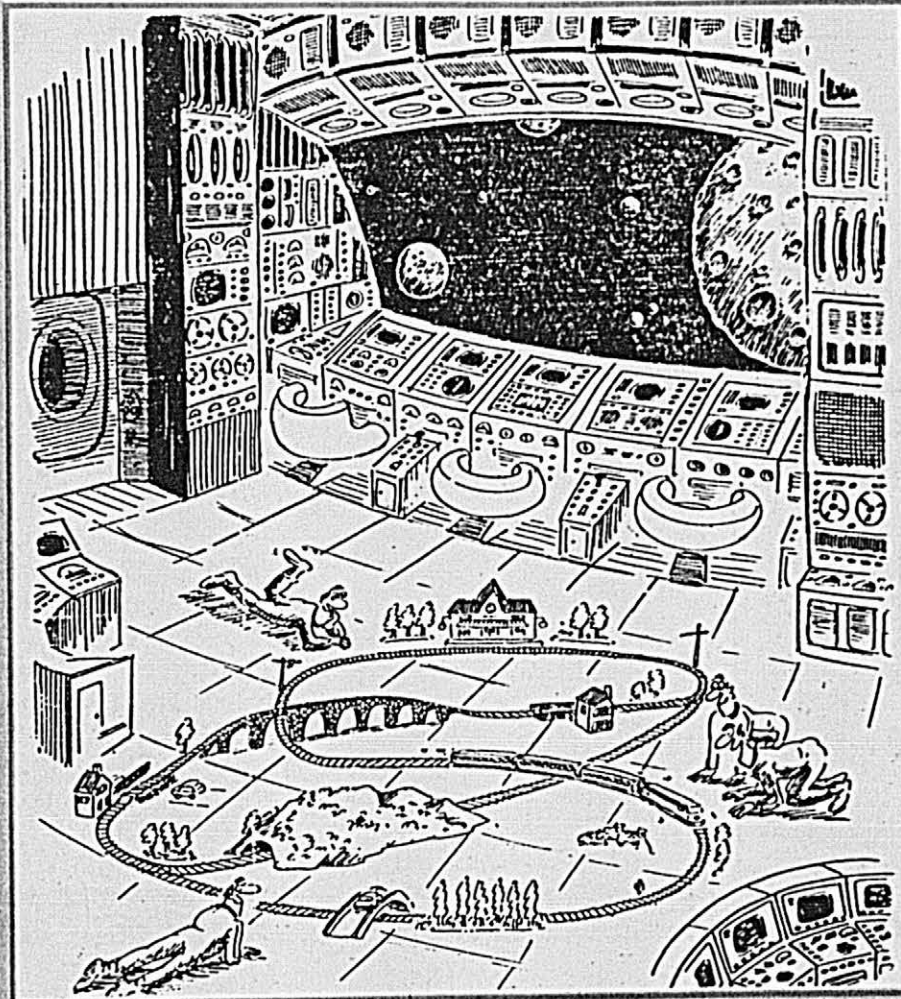
One of Broca's most extensive lines of pursuit was that of the comparison of brains between the sexes. Women were found to have consistently smaller brains than men of the same age, race and social class. The only explanation seemed to be that women were less intelligent than men, a fact that, as far as Broca and his colleagues could see, was supported by their own experience.

The male-female intelligence disparity was further supported, it was thought, by evolutionary theory. Men had greater selective pressure to think more because they were required to plan for the future and to fight for food and shelter, while the role of women involved a passive and loving career, requiring little in the way of intelligence.

It is obvious that these conclusions

the manner its creator would have approved of.

Alfred Binet was a French psychologist, originally a follower of Broca and an avid craniometrist. After spending several years measuring circumferences of children's heads, however, he finally came to the conclusion that his method was a false one,



drawn from craniometry seem to support all the racist and sexist prejudices that existed in Broca's world and, perhaps to a lesser extent, in our own.

The science of craniometry has now been largely debunked. Broca's conclusions drawn from his data could not withstand the close scrutiny to which they were subject in the early 20th century. His data, for that matter, did not hold water very well either. Omissions, errors in calculations and oversights, whether intentional or not, were too rampant to be dismissed. Paul Broca and his followers were laid to rest, along with the science of craniometry.

How, then, was that most elusive of quantities, intelligence, to be measured? Since brain size did not seem to have much of a bearing on how intelligent a person was, perhaps there was another way to measure intelligence in a numerical, scientific way.

The solution to that problem seemed to come in the early 1900's, but not in

and he denounced the idea that a person's brain size indicated anything about their intellectual abilities.

In 1904, Binet, commissioned by the French government to find a way of evaluating school children who were in need of additional help because of learning disabilities, created a battery of tests which were designed to indicate how the child ranked relative to other children of the same age.

The score obtained was used to assign the child a "mental age" which was divided by the actual age and expressed as a percentage. The IQ, or intelligence quotient, was born.

What is of significance here is the reason for which the tests were created and the stipulations that Binet insisted be attached to the tests. Those stipulations included: 1) the scores are for practical purposes and not to support any theory of "intellect", 2) the scores are for identifying mildly retarded and learning disabled children, and 3) the scores are not to be regarded as a permanent feature of the child's makeup, but rather are to identify areas that need improvement.

So far, so good, but the problems with IQ tests began with their use as a measure of intelligence. H. Goddard was the research director at a home for mentally retarded children in New Jersey at the time of the first IQ tests, and he greeted them with enthusiasm. His purpose, however, was to identify those individuals who were "feeble-minded", segregate them from the rest of society and, above all, forbid them to procreate.

Goddard pushed this idea strongly most of his life and, even though toward

the end of his career, he changed his opinion of IQ tests to one closer to Binet's, his importance in this field had been established.

Robert Yerkes, a Harvard psychologist in the early 1900's, wanted to apply IQ testing on a massive scale and in this way come up with large enough bodies of data to prove that IQ tests did in fact measure the elusive concept of intelligence.

And measure it, he did. All told, roughly 1.75 million army recruits during World War 1 were tested with Yerkes' version of the intelligence test.

The results were, as far as those carrying out the post-examination analysis were concerned, conclusive: white Americans of northern European descent scored highest, those descending from people of southern and eastern Europe lower, and Negroes the lowest of all.

Those results were seized upon by the hereditarians, who held the view that intelligence in an entirely inheritable trait and therefore someone scoring poorly on an IQ test does so because of their innate genetic makeup.

The tragedy in all this was the fact that the tests were not carried out in a rigorously controlled, methodical fashion as a "scientific" experiment should, yet the results were interpreted as though they were.

Many of the recruits were expected to write the exam under hurried and stressful conditions, often with inadequate lighting. Moreover, many who should have taken the "Beta", or non-written exam, did not because of inadequate staffing. As a result they scored very low on the test designed for literates.

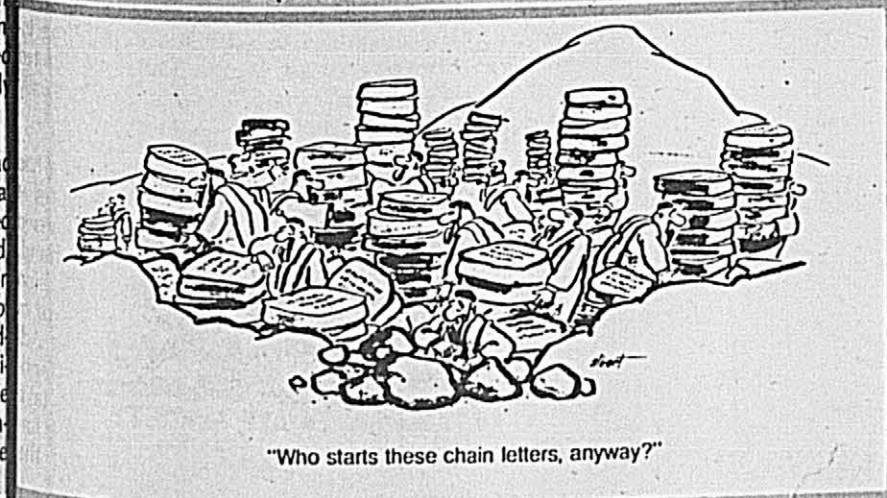
Testing conditions and procedures varied from camp to camp, and the exam itself was far from being a fair test of innate intelligence. Many of the questions on both of the exams showed a clear cultural bias in favour of middle-class, native Americans.

Despite this, the conclusions drawn from the data were widely accepted at the time, perhaps because they fit so well with what so many people already believed to be the "natural order" of the races.

One change brought about in the U.S. as a result of the army intelligence tests was increased restrictions on immigrant admissions. In addition, the well-publicized test results clearly gave "scientific" support to racial prejudices and could be used, in many people's minds, as a justification for their own bigotry.

The army intelligence tests have recently come under considerable scrutiny, and, as with the old ideas drawn from craniometry, they do not support the prejudices they were originally found to. However, that does nothing to help those who were denied immigration rights, or those deprived of social programs because their innate intelligence was deemed unalterably low and therefore not worth spending money on.

Instead of measuring people's intelligence and then simply condemning them for life under a particular label, we should strive, as Binet originally did, to identify areas of deficiency and then make every effort to amend them. Only then can the measurement of intelligence, by whatever means, be justified.



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continued from page 3

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Found — wristwatch, in front of Currie Gym.
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374 — PERSONAL

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Leslie Gelb
National Security correspondent,
New York Times

William Rusher
Publisher, William F. Buckley's
National Review

Moderator
Jonathan Mann
The Montreal Gazette

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8 pm

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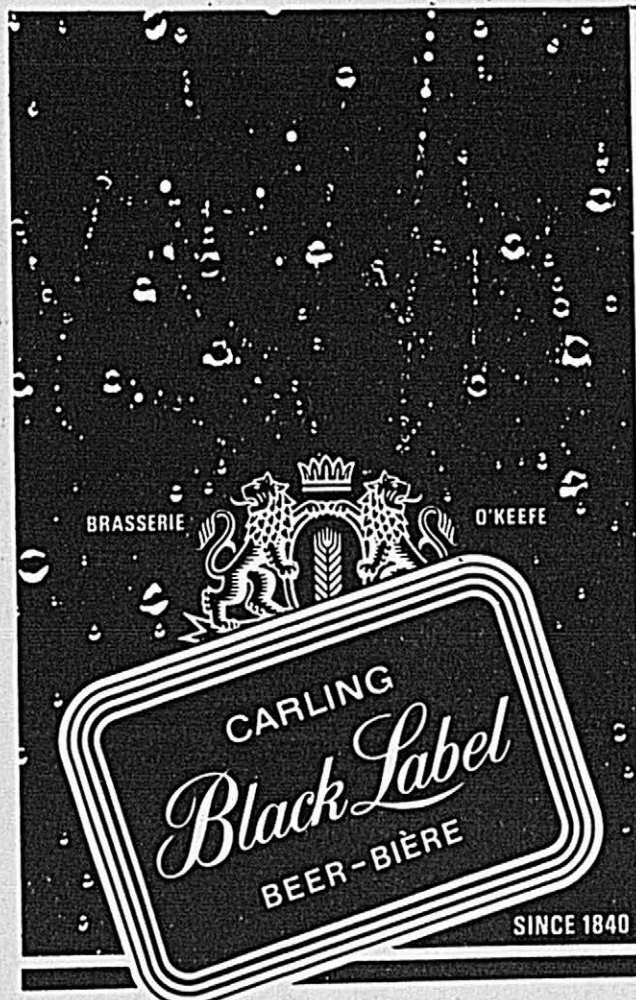
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continued from page 6

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McGill Film Society presents The War Game and If You Love This Planet in FDDA at 20h00. General meeting for all members: FDDA, 19h00.
NDP McGill screens the film The Point: Community Legal Clinic, with director Robert Trudel. Union 310, 15h00.
McGill Progressive Conservative Association meets at 19h00 in Leacock 513.
McGill Medical Blood Drive '84 10h00-17h00. McIntyre Medical Bldg., 3655 Drummond, 6th floor foyer. Balloons, pints from Labatts, and movie tickets free to donors. Refreshments and entertainment. Women's Union General meeting: 17h00.

Discussion: Women's week/reaction to Born in Flames. Union 423.
Trivial Pursuit Intramural Tournament Entries close March 6. Info: 392-4730.
Hajira Last chance to contribute will be March 16 for the final, blockbuster issue of the year. Graphics, poetry, prose, art reviews, and photographs are welcome. Join the voice of other women...mailbox in Porter's office, Arts Bldg.
Women's Union Birch control co-op is open 12h00-15h00. Come up.
Edition Française: Réunion Générale 15h00, Union B03.
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302. 16h00-18h00.
Armenian Students' Association get together from 12h00-15h00 in Union 433.
Amnesty International Poster Exhibit posters from all over the world on display and for sale. Union 107-8. 10h00-17h00. Coffee and cookies.
Pollack Hall Edward Rusnac. Baroque and classical guitar recital. 20h00.
Recital Hall Linda Brady, piano recital. 20h00.
Redpath Hall 12h15 organ recital by Margaret de Castro.
Sister Anne's Prayer Group Green Room, Newman Centre 3484 Peel. 19h30. 392-6711.

History and Theology of Women in the Church study group meets 16h00-17h00 in Newman Centre. Led by chaplains Florence Hayes and Kristine Graunke.

Erratum

A typo in the commentary "Prisons in Transition," in Monday's issue rendered the incarceration rate in Canada "95,000 per 100,000." It should, (obviously?), have read "95 per 100,000 population."

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